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ABSTRACT

The purpose of this curriculum guide is to help the kindergarten teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. Six pages of audio-visual source information comprise the appendix to the guide. (DS)

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SAN ANTONIO, TEXAS

ED 087912

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CURRICULUM GUIDES

FOR

KINDERGARTEN

ENGLISH - MATH - SCIENCE - SOCIAL STUDIES

CAREER EDUCATION CENTER
HARLANDALE INDEPENDENT SCHOOL DISTRICT
SAN ANTONIO, TEXAS

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A C K N O W L E D G E M E N T S

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

Dear Teacher:

This curriculum guide has been prepared to help you as you endeavor to fulfill your teaching responsibilities. Please feel free, as you use it, to add your comments, suggestions and constructive criticism in the appropriate column as these will be needed when the guide is revised at the end of the school year. Also any additional resource materials which you think would be beneficial and should be included can be added at your discretion. If you need any assistance during the year, you may contact the Career Education Center (924-8272) or Mrs. Penny Taylor (924-2301).

Note: Sources and materials for Character Education can be found in the curriculum guide available from the following:

Character Education Project
American Institute For Character Education
118 Broadway
San Antonio, Texas 78205

Copies of these guides are in each elementary school. Please check with your principals.

LANGUAGE ARTS - ORAL

KINDERGARTEN AND FIRST GRADE

A check list for each child may be made to check skills being taught during each unit of work. Please write suggestions and make changes in the sample below.

Kindergarten Checklist

Name_____Teacher_____

Date beginning_____Date moved to next level_____

_____ Demonstrates appropriate motor control

_____ Speaks in complete sentences

_____ Enjoys and comprehends listening activities

_____ Recognizes likeness and differences in size, shape, and quantity

_____ Discriminates between and identifies familiar sounds

_____ Listens attentively for a short period of time

_____ Recognizes and identifies by name the eight basic colors

_____ Experiences left to right progression

_____ Names the letters of the alphabet in order

_____ Identifies by name twenty letters of the alphabet out of order

_____ Classifies familiar items

_____ Finishes oral stories

_____ Expresses himself well verbally

_____ Notes relationships in pictures

_____ Tells a story (using pictures) in sequence

_____ Participates in composing experience or story charts

_____ Recognizes his own name in manuscript

_____ Follows simple oral directions

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Facilities in oral expression (ability to see ideas in a single picture story in terms of the main idea with supporting details and ability to express the ideas orally)	1. Shown pictures by the teacher, the child will name two pictures orally. 2. The child will use two identity statements. (A strong repetition is absolutely necessary.) 3. The child will use two action statements in his speaking. 4. The child will answer the same series of questions about a group of at least four different objects. 5. The child will answer at least three different questions about the same object.	Vocabulary: butcher - carnicero sales clerk - dependienta de tienda, vendedora cashier - cajera, cajero wrapper - envolvedora store - tienda Concept: El carnicero, dependienta de tienda, cajera, y envolvedora trabajan en la tienda. Performance Objectives: 1. Enseñado dibujos de un carnicero, dependienta do tienda, cajera, y envolvedora, el alumno identificara cada uno correctamonte. Metodos: Pidale al alumno que piense de las tareas diferentes que cada trabajador hace.	1. The teacher will hold up a picture and the child will respond by naming the picture. 2. Use objects rather than pictures whenever possible. 3. Repetition on statements is not choral response. All statements refer to an observation. 4. A strong emphasis on repetition is absolutely necessary. 5. The teacher will show the child a picture. The teacher will ask the same question about each picture. Is this a tree? Is this a cow? Is this a box? All questions should require positive answers. 6. The teacher will show a picture The teacher will ask questions about the picture. Is this a car? Is this a vehicle? 7. Show picture of fireman and ask "Why do you need Mr. Joe Flores the fireman? Use the names of the students in class. 8. The fireman uses a red (rojo) uniform. Please find the red color in our clothes, classroom, school, home, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The butcher, sales clerk, and cashier-wrapper work in a store. Performance Objectives: 1. Shown pictures of a butcher sales clerk, cashier-wrapper, and sacker, the child will correctly identify each. Methods: Ask the child to think about the different jobs each worker has to do.	Concept: To be just means to be fair and honest to all people. Performance Objectives: Shown a picture of a cashier, the child will discuss why a cashier must be just. Methods: The child may answer different questions about the pictures of a clerk, butcher, or cashier to demonstrate that he understands the necessity of honesty.	Curriculum HISD Audio Visual Dept. Filmstrips with records: #L-94 (PR-515) The Joy of Being You Career Awareness HISD Audio Visual Dept. Filmstrips: #AA7 The Butcher Bilingual Education En Donde Trabaja Mama? S-168 Bingo Game - #34 Resourse Materials	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Facilities in oral expression (continued)	1. Shown a picture of an object, the child will build a statement up backwards. 2. In response to at least three questions asked by the teacher in regard to a picture she displays, the child will use at least two "not" statements.	Vocabulary: policeman - policia fireman - bombero wearing apparel - ropa uniform - uniforme citizen - ciudadano red - rojo Concept: El policia y el bombero son identificados por la ropa que llevan. Performance Objectives: 1. El alumno identificara dibujos de un policia y un bombero. 2. El alumno usara correctamente, oraciones con "no" como respuestas a las preguntas de la maestra tocante el bomero y el policia. Metodos: Preguntas y respuestas pueden ser: "Este es un policia?" "Este es un bomero?" "Este no es un bomero."	1. The teacher will show the child a picture. The child will build the statement up backwards. Example: (1) dog (2) a dog (3) is a dog (4) This is a dog. In this example a child has immediate re-enforcement at each stage. 2. The teacher will show the child a picture. The teacher will ask negative questions about the picture. The child will respond with a "not" statement for an answer. Example: The teacher shows a picture of a fireman. She asks the question, "Is this a doctor?" The child will respond, "This is not a doctor." 3. Make paper bag puppets of a fireman and a policeman. The student will choose to make one or the other Have the children play fireman or policeman. Sentences should be in Spanish if possible. Stress Spanish vocabulary. Yo soy un bombero! Tengo un uniforme rojo.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The policeman and fireman are easily identified by their wearing apparel. Performance Objectives: 1. The child will positively identify pictures of a policeman and a fireman. 2. The child will correctly use "not" sentences in response to the teacher's questions about the fireman and the policeman. Methods: Questions and responses may be, "Is this a policeman?" "Is this a fireman?" "This is not a fireman."	Concept: One of the standards of character and conduct of Freedom's Code is to be honest. Performance Objectives: 1.The student will tell two reasons why the policeman and the fireman need to be honest. Methods: The child may role-play a policeman or a fireman who is returning a purse which he has found.	Bilingual: See Aprendix in this Guide: Juego 1 - "Clasificar y Poner" Game 1 - "Sort and Place." Juego 4 - "Horquillas para la Ropa" Game 4 - "Clothespins for Clothes" Education Service Center --Region XX: 63-253 The Policeman -Filmstrip Bilingual edition 63-254 The Fireman -Filmstrip Bilingual edition Career Awareness HISD Audio Visual Dept. Filmstrips: #Y-60 The Policeman #Y-61 The Fireman #S-77 Hook and Ladder-Fire Department Story #S-79 Men in Blue, Policemen in Action	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Ability to perceive relationships and classify or make generalizations	1. The child will tell how a series of objects or pictures displayed by the teacher are the same by pointing out at least three similarities. 2. The child will tell how a series of objects or pictures shown by the teacher are different by pointing at at least three dissimilarities. 3. After a definition of "vehicles" and "tools" has been given by the teacher, the child will classify pictures of objects in categories of either vehicles or tools.	Vocabulary: careers - carreras classified - clasificado categorize - categoria clusters - grupos Concept: Las carreras se pueden clasificar o poner en categorias. Performance Objectives: 1. El alumno podra clasificar dos carreras en el grupo correcto. Metodos: Ejemplo: Negocio y oficio Secretaria Construccion Carpintero	1. The teacher will show a series of pictures or objects. The child will tell how the items are the same. Example: a picture of four boats: a. They are all boats. b. They all float in water. c. They all have seats. 2. The teacher will show a series of pictures or objects. The child will tell how the pictures are different. a. This boat has a motor. b. This boat has a sail. c. This boat is red. 3. The teacher will introduce different categories. The child will identify objects to be classified in the category "vehicle." "If it takes you places, it's a vehicle." The child will name objects that belong in this category: a. car d. motorcycle b. bus e. truck c. train f. jet plane 4. Have the children (2 to 6) come to the front and give each child a picture as on L-15 cards. Each child holds up a worker and ask's another child. "Who's he? or Who's she? The children answer: He's a fireman. He puts out fires.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Careers can be classified or categorized. Performance Objectives: 1. The child will be able to classify two careers into the correct cluster groups. Methods: Example: Business and office Secretary Construction Carpenter	Concept: One of the standards of character and conduct of Freedom's Code is to be honest. Performance Objectives: 1. The child will name one way an employee (in one of the clusters) could be dishonest. Methods: The child may role play a worker doing a "good" or "honest" deed.	Curriculum HISD Audio Visual Dept. Filmstrips: The Reading Box I (ten parts) Career Awareness HISD Audio Visual Dept. Filmstrips: #AA-80 through #AA-88 The Story of Building a House Series Filmstrips with records: #PR-725 My Dad-The Construction Foreman Bilingual: See Appendix in this Guide: Juego 6 - "Busca el Mismo Retrato" Game 6 - "Seek the Same Picture" Juego 7 - "Enlazar la Tablilla" Game 7 - "Lace -a-board" Juego 8 - "Retratos Iguales" Game 8 - "Matching Pictures"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Ability to perceive relationships and classify or make generalizations (continued)	1. The child will describe at least three objects in one sentence each, by using a verb of the senses in each sentence.	Vocabulary: telephone operator - telefonista telephone - telefon, telefono kindness - bondad helpfulness - utilidad Concept: La telefonista muestra bondad y utilidad. Performance Objectives: 1. El alumno discutara las obligaciones de la telefonista. 2. Cuando se le da un titere de una telefonista hecha de bolsa de papel, el alumno actuard una telefonista bondadosa asistiendole a un niño que esta solo en casa.	1. The teacher will show a series of pictures. The pictures will show an emotional reaction to a situation. The child will respond by telling how the person or animal in the situation feels. Verbs of sense are see, taste, hear, feel, and smell. Example: The ball is red. The ball looks red.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The telephone operator shows kindness and helpfulness. Performance Objectives: 1. The child will discuss the telephone operator's duties. 2. Given a paper bag puppet of a telephone operator, the child will role play a kind telephone operator helping a child who is at home alone. Methods:	Concept: Being kind to others not only brings happiness to others, but to oneself as well. Performance Objectives: 1. The child is able to recite the Golden Rule. Methods: The child will role-play showing kindness to another child.	Curriculum HISD Audio Visual Dept. Filmstrips with records: #PR-430 The Purple Flower #PR-431 The Yellow Bird #PR-432 The Blue Balloon 16 mm films: #16-508 You and Your Five Senses (color - 8 min.) Career Awareness HISD Audio Visual Dept. Records with film strips: #PR-762 Telephone Services Bilingual: See Appendix in this Guide: Juego 12- "Nuestros Titeres" Game 12- "Our Puppets" Education Service Center --Region XX: 66-154 Using the Telephone - Filmstrip Bilingual Edition	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Facilities in oral expression (ability to see ideas in a single picture story in terms of the main idea with supporting details and ability to express the ideas orally)	1. The child will identify with pictures each of the following words and its opposites: a. tall--short b. happy--sad c. fast--slow d. big--little 2. The child will orally identify an object and its relationship to other objects in space. 3. In response to a sentence spoken by the teacher, the child will substitute a pronoun in place of a noun.	Vocabulary: judge - juez justice - justicia courts - cortes, juzgado black - negro gown - traje Concept: El juez practica justicia en las cortes. Performance Objectives: 1. El alumno discutara las obligaciones de un juez y el jurado, nombrando a lo menos, tres obligaciones Metodos: Una situacion representando la sala de tribunal se puede representar en la sala de clase y los alumnos demostraran el entendimiento de la justicia y los derechos de otros	1. An example of opposites: The tree is tall. The tree is small. 2. An object and its relationship to space: The ball is over _____. 3. The teacher may show a picture of a child involved in an activity with a peer. An example of the picture might be a boy on a bicycle talking to a boy sitting in a tree. Find the boy who can say, "You are riding a bicycle." The child will point and repeat the sentence. The teacher will say, "Show me the boy to whom he is talking. What can he say?" The child will respond, "I am riding a bicycle."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: A judge carries out justice in the courts. Performance Objectives: 1. The child will discuss the duties of a judge and jury in which at least three duties are named. Methods: A court room situation may be created in the class room and the children will demonstrate their understanding of justice and the rights of others.	Concept: Everyone has rights and we must respect these rights. Performance Objectives: 1. In playing the game of "seven-up," the child will demonstrate respect for the rights of his classmates. Methods:	Curriculum HISD Audio Visual Dept. Filmstrips: The Reading Box I Career Awareness HISD Audio Visual Dept. Records with filmstrips: #PR-770 A Trip to Court Verso - Que bien te vez?	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Facilities in oral expression (continued)	1. The child will make at least two observations describing an object, such a boy or girl, a dog, or a car. 2. After being shown a picture of two or more objects by the teacher, the child will compare the two objects using a comparative or "er" adjective. 3. Given characteristic clues by the teacher, the child will identify the place or location being described.	Vocabulary: dancer - bailarina singer - cantante talent - talento training - entrenamients style - estilo Concept: Las carreras do la bailarina y la cantante son comparables en varios modos. Performance Objectives: 1. El alumno dira dos modos como la bailarina y la cantante son comparan. Metodos: El alumno puede di bujar la bailarina y la cantante entretoniendo a otros.	1. The child will respond to the picture. Example: A picture of a dog. The child will say, "The dog is long and skinny." 2. The teacher will show a picture of two or more objects showing one or more comparative forms: long, fat, tall, big, short, skinny, and small. 3. a. You are in a place. You see animals, you see cages, you see trees, you see people. Where are you? b. Name some things that you would find in a zoo. c. After the children name some things they would find in a zoo, show them a picture and have them identify the objects in the picture. After they have identified the objects in the picture, then remove the picture from their view and ask them to name the things they say in the picture.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The career of the dancer and singer are comparable in a number of ways. Performance Objectives: 1. The child will tell at least two ways in thich the dancer and the singer can be compared. Methods: The child may draw pictures of the dancer and the singer entertaining others. The child may listen to some "flamenco" music and if available handle some Spanish castanets (sp. castañuelas)	Concept: One of the standards of character and conduct of Freedom's Code is to help others in need. Performance Objectives: 1. The child will tell at least two ways in which the dancer and singer can help those in need. Methods: The teacher may show a picture of Jerry Lewis and explain that he is primarily an acter, but can sing well. Then the teacher may tell the class that this man works hard to collect funds to aid research and care for muscular dystrophy victims.	Curriculum HISD Audio Visual Dept. Filmstrips: A Trip to the Zoo (We Take a Trip Series) Career Awareness HISD Audio Visual Dept. 16 mm films: #16-174 The Zoo (color-10 min.)	

CURRICULUM OBJECTIVE	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Facilities in oral expression (continued)	1. Given a series of three pictures depicting a sequential progression through past, present, and future tense, the child will tell which one is past, which one is present, and which one is future.	Vocabulary: secretary - secretaria left - izquierda right - derecha Concept: El pasado, el presente, y el futuro se pueden ensenar con dibujos de la secretaria trabajando. Performance Objectives: 1. Enseñado tres dibujos, el alumno los arreglara en orden de izquierda a derecha enseñando el pasado, el presente, y el futuro. Metodos: Use tres retratos de una secretaria deteniendo un papel sin escritura, escribiendo en la maquina de escribir, y dandole la carta escrita a alguien.	1. The teacher will show a series of pictures depicting a sequential process of concrete objects. The teacher will ask questions concerning the pictures. Example: The teacher will show three pictures of a snowman. The first picture shows a snowman, the second picture shows the snowman melting, and the third picture shows that the snowman has melted. The teacher puts the pictures in left-right progression. The teacher will ask the following questions: a. After pointing to the snowman in the first picture: "What is it?" b. After pointing to the snowman in the second picture: "What is happening now?" c. Pointing to the puddle in the last picture: "This is not a snowman now. This was a snowman. Was this a snowman?" Again pointing to the last picture: "Is the snowman there now? No, the snowman is not there." Finally, pointing again to each picture: "Was the snowman there? Yes, the snowman was there."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Past, present, and future can be shown by the secretary working. Performance Objectives: 1. Given three pictures the child will arrange them in left to right order showing past, present, and future. Methods: Use three pictures of a secretary holding blank paper, typing on the paper, and handing the typewritten letter to someone.	Concept: One of the standards of character and conduct of Freedom's Code is to use time and talents creditably. Performance Objectives: 1. The child will tell ways that the secretary could waste and save time on the job. Methods:	Curriculum Education Service Center--Region XX 16mm films: #4568 Storytelling--Can You Tell It in Order (color- 11 min.) Career Awareness HISD Audio Visual Dept. Filmstrips: #CC-59 My Mother Works in an Office Bilingual: See Appendix in this Guide: Juego 2 - "Que paso Despues?" Game 2 - "What Happened Next?"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Facilities in oral expression (continued)	1. Shown pictures by the teacher, the child will use structure of "If - then" in three statements as they apply to groups and as they apply to actions. 2. The child will use the words one, some, and none at least two times each. 3. The child will correctly use the words before and after at least twice. 4. Shown a picture by the teacher, the child will name the object and at least two of its parts. 5. The child will listen to stories read to him daily by the teacher.	Vocabulary: training - entrenamiento before - antes after - despues Concept: Entrenemiento premio senecesita para hacer un trabajo bien. Performance Objectives: 1. El alumno usara las palabras antes y despues para describir posiciones de trabajo. 2. Ensenado dees grupos de retratos (trabajos y trabajadores), el alumno iguala el trabajador con su trabajo y nombra un talento gue el trabajador tiene. Metodo: Ejemplo: Antes de ser maestra, hay que ir a la escuela. Despues de entrenamiento, puedo ser policia.	1. The teacher will show a picture which is divided into two parts: the "if" part and the "then" part. "If the tire is flat, then the car will not run properly." 2. The teacher will show a series of pictures depicting the order of an event. The child will respond by telling what came before and what came after. 3. The teacher will show a picture of an object to a child. The child will name the objects and the parts of the object. Example: A wagon. The wagon has wheels. The wagon has a handle. The wagon has a body. 4. The teacher will read stories on the child's vocabulary level, and appealing to his interest. 5. "We can get a lot done if we divide up the work" is the idea to put a cross. Divide class into 4 groups. Make a schedule for "clean ups" on Friday. Children in each group decide how they will divide up the work. Other activities making a mural, giving a party, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Proper training is needed to do any job well. Performance Objectives: 1. The child will use the terms before and after in describing job positions. 2. Given two sets of pictures (jobs and workers), the child matches the worker with his job and names one talent which the worker possesses. Methods: Example: Before you can be a teacher, you have to go to school. After you are trained, you can be a policeman.	Concept: One of the standards of character and conduct of Freedom's Code is to use time and talent creditably. Performance Objectives: 1. The child will discuss the concept that it is better to apply time and talent toward completion of a job rather than in a wasteful manner. Methods: Example: The smart child who feels that he does not have to work will not be given his grades; he may be left behind in school.	Curriculum HISD Audio Visual Dept. Filmstrips: #Q-23 Cinderella #Q-24 Jack and the Beanstalk #Q-27 Peter Rabbit #Q-28 Puss in Boots #Q-29 Rumplestiltskin #Q-35 The Ugly Duckling #Q-36 Thumbelina 16mm films: #16-644 Listening (color - 14 min.) Bilingual: See Appendix in this Guide: Juego 3 - "Cubre el diferente" Game 3 - "Cover the Odd One"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
The child will develop satisfactory motor coordination in performing certain necessary tasks, particularly eye-hand coordination.	1. The child will walk forward, backward, and sideways, crossing legs on alternate steps on a balance beam with his eyes focused on a fixed point. 2. The child will repeat the above activities while straddling the balance board with his eyes focused on a fixed point. 3. The child will run, climb, skip, hop, gallop, jump, jump on one leg, and jump from a crouching position.	Vocabulary: athletics - deportes healthful - saludable financially - financieramente rewarding - digno de premio balance - balance Concept: Los deportes son divertidos, saludables y financieramente dignos de premio. Performance Objectives: 1. El alumno nombrara dos maneras en que el balance asiste al deportista. Metodos: Ejemplo: El deportista o bailarina necesitan balance bueno para evitar un caida dolorida.	1. Teachers will use Frostig and Kephart materials to prepare the child for the development of physical and academic skills. 2. The child may play running games such as tag, eraser tag, jump rope, relay races using balls, sticks, bean bag, etc, and may sing and play games such as Simon Says. 3. Let the student view magazines to find picture of athletic. 4. A brief discussion of some famous athletics should be encourage. Ex: Lee Trevino - golf Pancho Gonzales - tennis

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The field of athletics is fun, healthful, and financially rewarding.	Concept: One of the standards of character and conduct of Freedom's Code is to be just.	Curriculum Frostig materials Gephart materials HISD Audio Visual Dept. 16 mm films: #16-653 Rope Skipping (color - 16 min.)	
Performance Objectives: 1. The child will name two ways in which good balance can help an athlete.	Performance Objectives: 1. The child will discuss why good sportsmanship is important.		
Methods: Example: An athlete or a dancer must have good balance in order to avoid a painful fall.	Methods: The child may role play the part of a good loser after losing a tether ball contest.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
(These are psycho-motor activities-not to be confused with motor coordination skills) The child will display effective coordination. The child will display fully developed laterality. The child will properly use a ball. The child will display spatial orientation.	1. The child will catch a large ball, throw a large ball, and balance a large ball. 2. The child will repeat the activities named above with a smaller ball. 3. The child will jump on a jumping board and jump with a jump rope. 4. The child will go through an obstacle course. 5. The child will step from tire to tire using alternating steps. 6. The child will do creative dances or movements to music.	Vocabulary: coordination - coordinacion performance - actuacion accion professional - profesional basketball - basketbol Concept: Coordinacion es necesario para la accion de los deportistas profesionales. Performance Objectives: 1. El alumno nobrara una razon porque coordinacion buenaes es necesaria para jugar basketbol. Methods: Retratos de accion de magazines se pueden usar para ilustrar buena coordinacion.	1. Emphasize that physical talent differs widely and that the child should not be disheartened if he does not always excel. 2. The teacher will provide activities which will teach the child left and right. 3. Have a session with puppets in which Betty or Sam is trying to learn a little Spanish. Pedro or Maria can be the Spanish teacher. Create a short simple dialogue which will lead children to the thought: "I know two language and that very good."

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Coordination is needed for the performance of professional athletics.	Concept: One of the standards of character and conduct of Freedom's Code is to be just.		
Performance Objectives: 1. The child will name one reason why good coordination is needed to play basketball.	Performance Objectives: 1. The child will answer the question, "Is good sportsmanship necessary in basketball?"		
Methods: Action pictures from magazines may be used to illustrate good coordination.	Methods: The child may draw a picture illustrating an act of good sportsmanship.		

CURRICULUM CONTENT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Visual and auditory discrimination. Satisfactory left to right visual progression	1. The child will coordinate hand and eye by tracing, drawing, recreating, and naming simple shapes with fingers, crayons, and paper. 2. The child will use fingers for grasping and holding a pencil, a ball, and a book and demonstrating digital dexterity with these items. 3. The child will trace lines from left to right to orientate him to left-to-right visual movement. 4. The child will put together a simple puzzle. 5. The child will match forms in spaces shown on a board or flannelboard.	Vocabulary: dexterity - habilidad circle - crculo rectangle - rectangulo square - cuadrado Concept: Habilidad manual es importante en muchas carreras. Performance Objectives: 1. Ensenado un dibujo simple de un trabajador en su trabajo, el alumno coloreara dentro areas definadas. Metodos: La maestra exhibird retratos de personas haciendo trabajo que requiere en suma grado, habilidad manual.	1. The child can make wooden, paper, or plastic figures to show geometric shapes. 2. The child may form beads on a string, make and use papier-mache objects, and do finger painting. 3. The teacher may present stories and illustrations on a flannelboard. 4. The child may make collages from many different materials. 5. Provide the student with various cut up geometric shapes and ask him to create "career" symbols.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Manual dexterity is important in many careers. Performance Objectives: 1. Given a simple picture of a worker at his job, the child will color within defined areas. Methods: The teacher may display pictures of persons performing work requiring a high degree of manual dexterity.	Concept: One of the standards of character and conduct of Freedom's Code is to be kind. Performance Objectives: 1. The child will name one way in which the person whom he has colored can help his fellow man with kindness. Methods:	Curriculum HISD Audio Visual Dept. Filmstrips: The Reading Box I (ten parts) Bilingual: See Appendix in this Guide: Juego 2 - "Que Paso Despues?" Game 2 - "What Happened Next?"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Motor Coordination	1. Given a clothing closure practice frame for zippers, the child will close the materials by the zipper. 2. Given a clothing closure practice frame for buttons, the child will close the material by buttoning all four of the buttons. 3. Using a clothing practice frame for laces, the child will close the material by lacing and tying.	Vocabulary: astronaut - astronauta uniform - uniforme zipper - cierre button - boton laces - cintas fasteners - aseguradores football - futbol Concept: Uniformes especiales de trabajadores usan, cierres, botones, cintas y aseguradores. Performance Objectives: 1. El alumno discutara porque los astronautas tienen que recordar de cerrar todos los cierres automaticos en sus trajes especiales. 2. El alumno discutara porque los bomberos tienen que abrocharse la ropa rapidamente. 3. El alumno discutara porque el futbolista necesita abrocharse los zapatos correctamente. Metodos: Titeres de bolsa de papel se pueden usar para dramatizar discusiones.	1. The teacher demonstrates, and then lets the child practice. 2. Help the child see how the button slips into the button hole in a horizontal position, but has difficulty being inserted vertically in the girls' garments, and how the opposite is true in boys' clothing. 3. Have children draw zippers and buttons. 4. Supply the class with man's pants, ladies dresses and let the children handle the zipper and buttons.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Specialized job uniforms use zippers, buttons, and/or laces for fasteners. Performance Objectives: 1.The child will discuss why astronauts need to remember to close all the zippers on their space suits. 2. The child will discuss why firemen need to button clothes quickly. 3. The child will discuss why a football player needs to lace and tie his shoes properly. Methods: Bag puppets may be used to dramatize discussions.	Concept: To be generous is one of the standards of conduct and character found in Freedom's Codo. To be kind and honest are standards of conduct and character found in Freedom's Code. Performance Objectives: 1. The child will discuss why an astronaut is generous with his time. 2. The child will discuss how the fireman shows kindness. 3. The child will discuss why a referee needs to be honest. Methods: Role playing may be used to dramatize a fireman showing kindness	Curriculum HISD Audio Visual Dept. Filmstrips: #Y-61 The Fireman Career Awareness HISD Audio Visual Dept. Cassette tape with filmstrips: I Want to Be a Fireman Records: #PR-554 Record 1 - A Trip to the Moon Bilingual: See Appendix in this Guide: Juego 1 - "Claificar y Poner" Game 1 - "Sort and Place"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Ability to use oral expression	1. The child will answer to his name. 2. The child will greet the teacher and his classmates. 3. The child will call the teacher by title and name. 4. The child will call his classmates by their names. 5. The child will identify and reproduce the following emotional expressions: sadness, happiness, anger, fear, and surprise. 6. The child will share with others. 7. The child will participate in small group work as well as total large group work. 8. The child will be able to talk freely about what he is doing. 9. The child will dictate a story for the teacher to write. 10. The child will name three occupations. 11. The child will find and cut out two pictures of people working at different jobs.	Vocabulary: work - trabajo honorable - honorable, honrado existence - existencia, ser, vida satisfying - satisfecho Concept: Todo trabajo es honrado y necesario para una existencia satisfecha. Performance Objectives: 1. El alumno discutara carreras apropiadas a tres personajes de versos para niños. 2. El alumno nombrara dos ocupaciones asociados con casa y escuela. 3. El alumno identificara, cortando de un revista, tres retratos de gente trabajando en casa y en la escuela. Metodos: Un grupo de niños actuara un verso popular y la clase tratara de nombrar el cuento, indicando ocupaciones connectados con el verso.	1. Use may be made of the Oral Language Program available from the Educational Service Center. 2. The class may sing the "Good Morning" song. 3. The teacher may give the child a task such as drawing a large picture of his family. Then the child tells the people in his small group about his picture, or the teacher may ask what he is doing while he is working, and the child will respond appropriately.
Preparation for developing phonetic analysis	1. The child will recite from memory the first verse of five different nursery rhymes.		

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: All work is honorable and necessary for a satisfying existence. Performance Objectives: 1. The child will discuss careers suitable to at least three characters from nursery rhymes. 2. The child will name two occupations connected with the home and school. 3. The child will identify, by cutting them from a magazine, three pictures of people working in home and school. Methods: As one group of children pantomime a popular nursery rhyme, the class guess the name of the story and suggest occupations which could be connected with the rhyme.	Concept: Generosity enriches the lives of everyone; one can be generous of heart and spirit and mind as well as sharing of his possessions. Performance Objectives: 1. The child will share crayons with his neighbor. 2. The child will discuss how he could show kindness to some of the characters in some nursery rhymes. Methods: The child may role play to show kindness to Jack after he has fallen down the hill.	Curriculum Education Service Center Region XX Oral Language English Program 16 mm films: #4057 Beginning Responsibility--Other People's Things (Color-11 min.) #4444 Our Class Works Together (Color-11 min.) #4689 Zoo Animals in Rhyme (Color-11 min.) Career Awareness HISD Audio Visual Dept. Records: #PR-45-8 Mother Goose Songs #PR-45-10 Nursery Rhymes Bilingual: Education Service Center Region XX: 63-255 "Helpers for Our School" Filmstrip- Bilingual Edition	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Tactile discrimination	1. The child will describe how three things feel to the touch by using an an adjective of tactile description.	Vocabulary: veterinarian - veterinario teacher - maestra farmer - granjero zoo-keeper - guarda del zoologico sounds - sonidos, ruidos place of business - lugar de negocio	1. These are some words used by the children to tell how things feel: rough, smooth, hard, soft, furry, sticky, hot, cold, wet, and dry.
Visual discrimination and skill in counting	2. The child will name and point to three colored shapes.	Concept: Las carreras del veterinario, maestro, granjero, y guarda del zoologico tienen ciertos asociados con los lugares de negocio.	2. The child should recognize these colors: red, blue, yellow, green, white, black, brown, and purple.
Auditory discrimination	3. In response to listening to a tape, the child will identify three sounds made by objects and three sounds made by pets. 4. In response to a question the child will state his name and address.	Performance Objectives: 1. El alumno conocera, alo menos, un sonido identificado con cada uno de los siguiente: veterinario, maestro, granjero, y guarda del zoologico. Metodos: Deje a un niño que haga los sonidos o ruidos mientras que otro adivina las carreras que significa.	3. These are some of the objects and pets which make sounds to identify: cat, dog, bird, duck, horse, monkey, puppy, hamster, siren, recess bell, fire bell, pencil sharpener, door opening, and dishes clattering.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The careers of the veterinarian, teacher, farmer, and zoo-keeper have certain sounds associated with their places of business. Performance Objectives: 1. The child will recognize at least one sound identified with each of the following: veterinarian, teacher, farmer, and zoo-keeper. Methods: Let one child make the sounds while another guesses the careers they signify.	Concept: To be honest is to stand for truth, honor, reliability, integrity, sincerity, and frankness. Performance Objectives: 1. The child will discuss honesty in relation to careers of the veterinarian, the farmer, the teacher, and the zoo-keeper. Methods: Use role-playing of a part showing honest behavior on the part of one of these career persons.	Curriculum Education Service Center Region XX 16 mm films: #4680 You and Your Sense of Touch HISD Audio Visual Dept. 16 mm films: #16-650 Those Animals on the Farm (Color - 14 min.) Career Awareness HISD Audio Visual Dept. Records with filmstrips: #PR-724 My Dad - The Veterinarian Cassette tapes with filmstrips: CAS T-20 I Want to Be Series Bilingual: Education Service Center Region XX: 63-263 Visit to a Farm - filmstrip Bilingual Edition	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Auditory discrimination (Continued)		Vocabulary: pilot - piloto firemen - bombero Concept: Sonidos estan asociados con las carreras. Pilotos y bomeros oyen sonidos distintivos. Performance Objectives: 1. Al oir una cinta o disco tocado por la maestra, el nino igualara correctamente, al alzar un retrato, alo menos tres trabajadores con los sonidos relacionados a su carrera. Metodos: 1. El niño que primero alza el retrato correcto, puede pasar al frente de la lasa y se puede poner el sombrero o recortado indicando ese trabajador particular.	1. The following are some of the farm objects which make sounds with which the child should become familiar: cow, pig, duck, horse, donkey, dinner gong, chicken, and tractor. 2. Some of the animals and activities at the zoo which make sounds are the lion, the elephant, monkeys, the zoo-keeper, birds, seals, the feeding of animals, and the cracking of peanut shells. 3. Transportation sounds with which the child should become familiar are those of a bus stopping, an airplane, jet planes, a train, a car, a truck, a fire truck, and a bicycle.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Sounds are associated with careers. Pilots and firemen hear distinctive sounds. Performance Objectives: 1. While listening to a tape or record played by the teacher, the child will match correctly, by holding up a picture, at least three workers with the sounds related to his career. Methods: The first child who raises the correct picture may go the front of the room and don a hat or cut-out indicating that particular worker.	Concept: One of the standards of character and conduct of Freedom's Code is to be honest. Performance Objectives: 1. Given an auditory clue, the child will identify the method of transportation, a job connected with it, and tell one reason why the worker needs to be honest. Methods: Ask a direct question. "Does the _____(worker) need to be honest? Why?"	Curriculum HISD Audio Visual Dept. Cassette tapes with filmstrips: CAS T-3 Animals on the Farm Career Awareness HISD Audio Visual Dept. Cassette tapes with filmstrips: CAS T-2 The American Farmer Filmstrips: #Y-57 The Bus Driver	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Auditory discrimination keeping in related details	1. The child will sequentially tell a sound story which he has heard on a tape recording or a record.	Vocabulary: actor - actor situation - situacion cowboy - vaquero	1. Using tapes or records, play a sound story. The child will listen, and then he will tell a story from what he has heard. Example: The sounds of children playing, the bell ringing, children running to the school, the teacher beginning classes.
Following oral directions	2. The child will follow in correct sequential order verbal directions given by the teacher.	Concept: El actor cria de nuevo una situacion.	2. Directions with one command. Example: "Close your eyes." Directions with two commands. Example: "Push your chair out, and stand up." Directions with three commands. Example: "Push your chair out, stand up, and push your chair back to the desk." Continued up to five commands in this same manner.
	3. The child will distinguish between the following sets of sounds: a. loud and soft. b. high and low. c. sounds from the left. and right of the child.	Performance Objectives:	
Recognition of rhyming sounds	4. The child will recognize at least four rhyming words in nursery rhymes read aloud by the teacher.	1. El alumno hara el papel como actor o actriz, de una historia de sonidos.	3. The teacher will move her hand or a pointer under the words of the nursery rhyme as she reads aloud.
	5. The child will recite from memory at least four nursery rhymes given by the teacher.	2. El alumno hara el papel de un vaquero.	
		Metodos: 1. Los niños actuaran en grupos para vencer timidez.	

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: An actor recreates a situation.	Concept: One of the standards of character and conduct of Freedom's Code is to have convictions.	Curriculum Childcraft, Volume 8	
Performance Objectives: 1. The child will role-play, as an actor or actress, the sound story. 2. The child will role-play the part of a cowboy or a cowgirl.	Performance Objectives: 1. The child will discuss the courage an actor must have to be different from the group when he firmly stands by his convictions.	Career Awareness HISD Audio Visual Dept. Cassette tapes with filmstrips: CAS T-5 Cattle Raising	
Methods: The children may act in teams or groups to overcome shyness.	Methods:		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Recognition of rhyming sounds (continued)	1. The child will supply the missing words in at least three couplets. 2. The child will match at least three pair of pictures of items that rhyme.	Vocabulary: rhyme - rima skill - habilidad music - musica Concept: El uso de rima es una habilidad necesaria en la carrera de musica. Performance Objectives: 1. El alumno cantara una cancion que el sabe y nombrara un par de palabras que riman. Metodos: Algunos niños quorran hacer canciones simples. Canciones de cuna y versos para niños se pueden cantar.	1. Example of supplying missing couplet word: "The cat in the house Caught a ____(mouse).

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The use of rhyme is a skill needed in some music fields. Performance Objectives: 1. The child will sing a song that he knows and name one pair of rhyming words. Methods: Some children may want to make up simple songs. Lullabyes and nursery rhymes may be sung.	Concept: Bringing pleasure through song can be a valuable contribution to society. Performance Objectives: 1. The child sings a song which he feels would help cheer a sick person. Methods: Role playing may be used to show a visit to someone who is ill and needs gloom dispelled.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Oral expression	1. In response to a question by the teacher, the child will perform the following activities: a. tell how old he is b. say his first and last name c. name and identify three body parts 2. The child will tell the function of three body parts	Vocabulary: likeness - igualdad, parecida difference - diferenciar nurse- enfermera discriminations- discernimientos fireman - bombero policeman - policia teacher - maestra knowledge - conocimienta body parts - partes del cuerpo professions - profesiones	1. Sample questions: a. The teacher will point to various parts of the body while saying, "This is an ___(eye). It is used for ___(seeing things.)"
Skill in counting	3. The child will tell how many objects there are in three sets of objects.	Concept: Igualdades y diferencias son discernimientos necesarios que se hacen en muchas carreras como enfermera, bombero, policia, y maestra. Conocimiento de las partes del cuerpo es importante en muchas profesiones. Performance Objectives: 1. El alumno nombrara dos carreras que requieren conocimiento de las partes del cuerpo. 2. El alumno igualara tres objetos con sus carreras, usando retratos dados por la maestra, y dira como los tres objetos son parecidos o diferentes. Metodos: La maestra exhibe un objeto como un lapez y estimula descusion sobre las carreras que usan este articulo.	

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Likenesses and differences are necessary discriminations to make in many career areas, such as nurse, fireman, policeman, and teacher. Knowledge of body parts is also important in many professions. Performance Objectives: 1. The child will name two careers which require a knowledge of body parts. 2. The child will match three objects with related careers, using pictures provided by the teacher, and tell how the three items are similar or different. Methods: The teacher displays an object such as a pencil, and discussion encouraged to show some careers that would use this item.	Concept: Each person can make a significant contribution to our society, but not all in the same way. We have different talents. Performance Objectives: 1. The child will name one man who has made a contribution to society. 2. The child will tell what the contribution of this man was. Methods:	Career Awareness HISD Audio Visual Dept. Filmstrips: #BR-89 I Want to Be a Nurse Bilingual: See Appendix in this Guide: Juego 3 - "Cubre el Diferente" Game 3 - "Cover the Odd One"	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Proper use of scissors, crayons, pencils, paint brushes, clay, and paste.	1. The child will cut a straight line, a slant line, a curved line, and a zig zag line using paper and scissors. 2. The child will scribble, color, trace, and draw with crayons and pencils. 3. The child will use modeling clay to make two objects. 4. The child will construct a torn paper picture. 5. The child will use tempera paint to color a picture.	Vocabulary: headgear - equipo para la cabeza military - militar construction workers - trabajadores de construccion Concept: Ciertos tipos de equipo para la cabeza estan asociados con diferentes profesiones, como enfermera, profesiones militares, y trabajadores de construccion. Performance Objectives: 1. Dado un retrato simple de tres sombreros, el alumno coloreara, cortara y pegara el sombrero en el retrato correcto del trabajador. Metodos: Una variedad de sombreros se deben de dibujar en el pizarron por las alumnos y las maestros notes del ejercicio, y cada sombrero se debo identificar a quien lo lleva.	1. The teacher will need to demonstrate proper use of the classroom tools and materials discussed here.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Certain types of headgear are associated with different professions, such as nursing, military professions, and constructions workers. Performance Objectives: 1. Given a simple picture of three hats, the child will color, cut, and paste the hat onto the correct picture of a worker. Methods: A large variety of hats should be drawn on the board by the students and teachers before the exercise, and each hat should be identified as to its wearer.	Concept: Performance Objectives: Methods:	Bilingual: See Appendix in this Guide: Juego 5 - "Lo Que Yo Hice" Game 5 - "What I Made" Career Awareness HISD Audio Visual Dept. Filmstrips with records: #PR-725 My Dad - The Construction Worker #PR-723 My Dad - The Factory Worker Filmstrips: #DB-89 The School Nurse #Y-57 The Bus Driver #Y-62 The Mailman #AA-2 The Baker #AA-12 The Neighborhood Nurse	

MATH - KINDERGARTEN

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
I. Recognizing Shapes A. Points and Lines	I. THE STUDENT SHOULD BE ABLE TO: A. Draw two points (dots) on the chalkboard, and connect the points with a line.	Vocabulary: architect - arquitecto points - puntos lines - lineas rectas design - diseno, dibujo buildings - edificios Concept: El arquitecto trabaja con lineas rectas y puntos para trazar casas y edificios.	A. 1. Have children play "Follow the Leader," and discuss with them that they themselves form a line, and that a line may be straight, or it may be curved. 2. Children make lines by folding paper and observing the line. 3. Use yarn to show straight lines and curved lines. 4. Make string pictures by dipping the string in tempra paint and placing it between a folded sheet of paper. Press with one hand and pull the string out with the other hand.
B. Circles	B. Correctly identify circles by naming one object that is round.	Performance Objectives: El alumno debiera poder nombrar dos diferentes clases de casas y edificios que el arquitecto puede trazar. Metodos: Enseñele a los niños retratos del arquitecto y todos los diferentes edificios que puede diseñar.	B. 1. Have children name objects in the room that are circles. 2. Play games that require a circle such as: "Here We Go Round the Mulberry Bush" or "Flying Dutchman". 3. Have children construct pictures using circles. 4. Discuss things the baker makes that are circular. (cookies, cakes, doughnuts, and pies)

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S CO...
Concept: An architect works with points and lines to design houses and buildings. Performance Objectives: The student should be able to name two kinds of different houses and buildings that the architect designs. Methods: Show the class a picture of an architect and all the different buildings he can design.	Concept: An architect has to be honest in designing buildings. Performance Objectives: The student should be able to give two reasons why architects have to be honest in their construction. Methods: Discuss the reason why buildings and houses have to be built safely. 1. Use Good Materials 2. Avoid Fire Hazards 3. Conserve Space	Curriculum Books: Harlandale Elementary Library 1. Crockett, Johnson; Harold and the Purple Crayon, (New York: Harper & Brothers 1958). 2. Russel, Solveig; Lines and Shapes, (New York: Henry Z. Walck, Inc., 1965). 3. Schlein, Miriam; Shapes, (New York: William R. Scott, Inc. 1951). 4. Budney, Blossom; A Kiss Is Round, (New York: Lathrop, Lee and Shepherd Co., 1954). 5. Kessler, Leonard; What's In a Line?, (New York: William R. Scott Inc., 1951). 6. Borten, Helen; Do You See What I See?, (New York: Abelard Schamn LTD, 1959). 7. Emberley, Ed; The Wing On the Flee, (Boston: Little Brown and Co., 1961).	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
C. Square	C. Correctly identify a square by naming one object that is square.	Vocabulary: squares - cuadrado tile setter - trastejador draftsmen - dibujantes clothes designer - disenador de ropa Concept: El concepto cuadrado es asociado con diferentes carreras (trastejadores, dibujantes, diseñadores de ropa).	C. 1. Help children fold paper to make a square, then fold again to make more squares. 2. Pass out squares of paper of different sizes and design pictures. 3. Discuss careers that use squares. (Workers who put tile on the floor or the squares in the ceiling.)
D. Rectangles	D. Correctly identify the rectangle by choosing it from the circle, rectangle or square.		D. 1. Design pictures by using rectangles. 2. Careers using rectangles should be discussed. (carpenters, cabinet makers, people who build swimming pools)
E. Triangles	E. Correctly identify the triangle when it is displayed with the circle, square, and rectangle.	Performance Objectives: El alumno podra nombrar tres objetos cuadrados que son usados en diferentes carreras. Metodos: Ensenele a los ninos retratos de diferentes objetos cuadrados que se usan en las carreras.	E. 1. Use the flannel board and show how the triangles look in different positions. 2. Construct pictures from triangles. 3. Discuss careers that use triangles. (People who sell and make ice cream cones) 4. Display a bulletin board of shapes.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Squares are associated with different careers (tile setters, draftsmen, clothes designers).	Concept: One of the standards of character and conduct of Freedom's Code is to be honest.		
Performance Objectives: The student should be able to name three square objects used in different careers.	Performance Objectives: The student should be able to name two reasons why people have to be honest in their work.		
Methods: Show pictures of different square objects used in careers.	Methods: Discuss the consequences of being dishonest.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
F. Patterns	F. Reproduce a simple pattern by stringing beads, and repeating the pattern.	Vocabulary: patterns - modelos fashion designer - diseñador de modas jewelry - joyas construction work - trabajo de contrucción jeweler - joyero	F. 1. The child will be given large wooden beads to string to form patterns. 2. Use cut-out shapes to form patterns. 3. Discuss people who use patterns, designs (weavers, people who lay tile or carpets).
II. Sets A. Equivalent Sets	II. THE STUDENT SHOULD BE ABLE TO: A. Match equivalent sets by drawing a line to show one-to-one correspondence.	Concept: El uso de modelos in las diferentes carreras es util. Performance Objectives: El alumno debe de nombrar un productor que tenga su modelo (generos, platos). Metodos: Pidele a los niños que traigan a la escuela materiales que representan los diferentes modelos y las diferentes carreras. Discute los materiales con los niños.	A. 1. When given a set of cups and saucers the child will match them one-to-one. 2. Give the child four jars of paint and four brushes and have him match them one- to-one. 3. Bring a cookie for each child and match each cookie with a child. 4. Use the flannel board and match three clowns with three balloons by using yarn. 5. Have the children draw lines from each circus horse to its rider.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The use of patterns in different careers is useful (fashion designer, jewelry, designer, in construction work).	Concept: Businesses should be truthful in advertising their products.	Career Harlandale Audio-Visual Center Filmstrip: PR-725 (BB-6) My Dad - The Construction Foreman.	
Performance Objectives: The student should be able to name one product which has patterns (dress materials, dishes).	Performance Objectives: The student should be able to name one product that he likes because he has liked the commercial on television.		
Methods: Ask the children to bring to school materials which represent different designs and careers. Discuss the materials with the children.	Methods: Let the class think of commercials they like.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
B. Non-Equivalent Sets	B. Correctly match non-equivalent sets by drawing a line to match objects, then circling the set that has more than the other set.	Vocabulary: workers - trabajadores wages - sueldo treated - tratado equally - igualmente fairly - justamente job - trabajo Concept: Todos los que trabajan por su sueldo debieran ser tratados igualmente y justamente. Performance Objectives: El alumno debiera hacer un lista de dos trabajos que reciben el mismo sueldo. Metodos: Discute con los niños varios modos para ganar el dinero.	B. 1. Match jars of paint with brushes but have an extra brush. 2. Match cups with saucers but have an extra cup. 3. Match cookies with children but have an extra cookie. 4. Have children draw lines to match two bakers with three rolling pins, then circle the set that has more.
C. Sets of One	C. Match pictures of one with the numeral 1.		C. 1. Place a large numeral 1 on the flannel board. The child can reach in a box, pick out a picture and place the picture on the flannel board if it belongs to the ones family. If the picture does not belong, put the picture aside. 2. Display several containers with one object in each. Discuss and emphasize the name is one. 3. Form sets by drawing circles around each picture containing one set. 4. Name sets of one in the room, one clock, one teacher, one piano.
D. Sets of Two	D. Identify sets of two by circling each set of two.		D. Have the children draw circles around sets of two.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Everyone working for wages should be treated equally and fairly.	Concept: One of the standards of character and conduct of Freedom's Code is to be just.		
Performance Objectives: The student should be able to list two jobs which receive the same wages.	Performance Objectives: The student should be able to list two reasons for the importance of treating everyone alike.		
Methods: Discuss with the children the varied ways of making money.	Methods: Discuss with the children the results of discrimination.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
E. Sets of Three	E. Draw three firemens' hats, three bakers' caps, and three clowns' hats.	Vocabulary: cooperation - cooperación essential - esencial jobs - trabajos Concept: Cooperación entre los trabajadores es esencial en muchos trabajos. Performance Objectives: El alumno debiera nombrar tres razones porque es importante que los trabajadores trabajen juntamente en una linea de montaje. Metodos: Discute trabajando en la clase como un grupo junto. Designe a varios alumnos que recogen y arrumben los juguetes de la mesa de exhibición; cada uno con su número definido de juguetes para recoger. Si cada uno recoge su parte de juguetes, pronto lavantaran la mesa y el trabajo será hecho propiamente.	E. 1. Let children draw hats in sets of three.
F. Sets of Four	F. Color four items when more are pictured.		F. 1. Identify orally picture cards with sets of four buttons, four squares, four triangles, and four circles. 2. Draw sets of four football helmets, four cooks' aprons, four magicians' hats, etc. 3. Find poems that have four objects. ("Four Little Monkeys", "The Four Friends", and "The Four Little Foxes")
G. Sets of Five	G. Match hats with the correct numeral to correspond with the circles on clowns' collars.		G. 1. Draw sets of five fish, five footballs, and five football helmets. 2. Demonstrate five by clapping hands five times. 3. Given five clowns with circles on their collars, the child will match the clowns' hats with the numeral to match the circles on clowns' collars.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Cooperation among workers is essential in many jobs.	Concept: One of the standards of character and conduct of Freedom's Code is to be just.	Bilingual Harlandale Audio-Visual Center: filmstrip - R-122 Learning to Cooperate S-122 Aprendiendo a Cooperar R-123 Sharing Responsibility S-123 Compartiendo Responsibilidades	
Performance Objectives: The student should be able to name three reasons for the importance of workers working together in an assembly line.	Performance Objectives: The student should be able to give one reason for the importance of each worker finishing what he starts.		
Methods: Discuss working in the classroom as a united group. Assign several students to collect and put away the toys on the display table, each with a definite number of toys to put away. If each collects his assigned number, the table should be cleared and the job done properly!	Methods: Discuss jobs which are not completed. Examples: (house without a roof, car without wheels)		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
H. Sets of Six	H. Draw six footballs.	Vocabulary: basic - fundamental skills - destreza types - tipo, clase	H. 1. Use dominoes to show six, then arrange dots on paper and re-arrange so the dots are different. 2. Children bring pictures from home which show sets of six. 3. Have children draw six footballs.
I. Sets of Seven	I. 1. Circle each set of seven by placing sets of seven on a ditto page. 2. Place sets of seven inside a yarn circle on the flannel.	Concept: Aprendiendo las destrezas fundamentales escolares es necesario paro toda clase de trabajo. Performance Objectives: El alumno debiera cortar y pegar seis dibujos de diferentes trabajadores en una hoja de papel.	I. 1. On the flannel board, place a set of seven baseballs, seven baseball caps, and seven hats. 2. Design seven houses and make from pellon. Cut a different number of windows, one through seven and place on flannel board. Give seven children felt numerals and ask them to place on correct house.
J. Sets of Eight	J. Draw sets of eight nurses' caps, or eight clowns' caps.	Metodos: Traiga revistas a la escuela para que los niños corten sus seis dibujos.	J. 1. Build sets of eight by using flannel board, eight firemens' hats, eight firemen etc. 2. Draw sets of eight magicians' hats or eight soldiers' hats.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Learning basic school skills is necessary for all types of jobs.	Concept: One of the standards of character and conduct of Freedom's Code is to be generous.	Curriculum Books: Harlandale Elementary Library Elkin, Benjamin; Six Foolish Fishermen, (Chicago: Children's Press, 1959) Record: Harlandale Audio-Visual Center FR-494 Six Little Ducks	
Performance Objectives: The student should be able to cut and paste six pictures of different workers on a sheet of paper.	Performance Objectives: The student should be able to share the scissors and the glue with his peers when working on projects.		
Methods: Bring magazines to allow children to cut out their six pictures.	Methods: Duso kit may be used. The child will use puppets of different careers and show how that person must be generous in his work. Examples: Mother, nurse, doctor		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
K. Sets of Nine	K. Draw a set of nine baseballs.	Vocabulary: teacher - maestro, maestra game - juego baseball - béisbol rules - reglas specific - especifico numbers - número baseball player - beisbolero, béisbolista Concept: El maestro (maestra) discutirá el juego de beisbol con énfasis en las reglas poniendo énfasis en los números especificos. Performance Objectives: El alumno debiera hacer una lista de dos modos en que el entendimiento de los numeros ayuda a los béisbolistas. Metodos: Explique como se marcan los tantos en un juego de béisbol. Jueguen el juego de béisbol.	K. 1. Design a bulletin board with sets of nine pilots, or nine stewardesses. 2. Place a series of dots on the chalkboard. Design so a child can, by connecting dots, produce a picture. 3. Have a child draw a set of nine baseballs.
L. Sets of Ten	L. Circle each set of ten.		L. Circle sets of ten on a ditto sheet.
M. Ordinal Numbers	M. Identify by pointing to the correct object as; the first policeman, the fourth bus driver, or sixth pilot.		M. 1. Place five objects on the flannel board. Remind the child they are to start at the left side when determining the relative position of an object in a row. Have one child describe the first object another the second etc. 2. This little puppy has been to the vet to get his shots. He is almost home. Which step is his house on? 3. Count policemen, bus drivers, and pilots by using ordinal numbers.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: The teacher will discuss the game of baseball with emphasis on the rules stressing specific numbers.	Concept: One of the standards of conduct and character of Freedom's Code is to live honorably.		
Performance Objectives: The student should be able to list two ways in which number sense help the baseball player.	Performance Objectives: The student should be able to list one way in which a baseball umpire must be fair.		
Methods: Explain how score is kept in baseball. Play a game of baseball.	Methods: Discuss the purpose of an umpire in a baseball game.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
N. Union of Sets	N. "Join" a set by bringing the set on the right of the flannel board close to the set on the left to form a new set.	Vocabulary: punctuality - puntualidad practice - practicar railroad - ferrocarril engineer - ingeniero Concept: El ingeniero del ferrocarril practica la puntualidad.	N. 1. Arrange two sets of the flannel board, each containing one object. Have children determine the number in each set. Now bring the set on the right close to the set on the left. Emphasize that one set has been "joined" to another set to make a set of two. 2. Hold up a toy engine and "join" to it a set of two railroad cars.
III. Addition and Subtraction A. Development of Addition	III. THE STUDENT SHOULD BE ABLE TO: A. Show on the flannel board and verbalize that a set of two joined to a set of one makes a set of three.	Performance Objectives: El alumno debiera nombrar dos cosas que el ingeniero debe poder hacer. Metodos: Discute el resulto de un choque que ocurre cuando dos trenes caminan por la misma via al mismo tiempo en diferentes rumbos.	III. A. 1. Demonstrate on the flannel board that a set of two policemen and a set of one policeman will make a set of three policemen. 2. Create story problems about pictures such as: Mike has a scoop of vanilla ice cream and two scoops of chocolate ice cream. How many scoops of ice cream did he have on his ice cream cone? 3. Play the game "Stars at Night". Place three white stars on the flannel board. Ask the children how many they see. Children close their eyes. Place two yellow stars on the board. Ask the children how many they see now?

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Punctuality is practiced by the railroad engineer.	Concept: One of the standards of character and conduct of Freedom's Code is to be truthful.	Curriculum Harlandale Audio-Visual Center Filmstrip: X-5 Addition and Subtraction Concept Bilingual Harlandale Audio-Visual Center: filmstrip - R-173 How We Travel S-173 Como Viajamos R-174 Transportation is important S-174 El Transporte es importante	
Performance Objectives: The student should be able to name two things he thinks an engineer must be able to do.	Performance Objectives: The student should be able to role play one part in the cherry tree incident.		
Methods: Discuss the resulting collision which may occur if two trains are running on the wrong track at the wrong time.	Methods: The child will role play the cherry tree incident, making up his own dialogue.		

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
B. Development of Subtraction	B. Draw as many pictures as needed to make the correct number of objects.	Vocabulary: counting - contar	B. Arrange a set of less than five objects on the flannel board. Have children count how many must be added to make five.
C. Inverse Operations	C. Tell how many airplanes are on the flannel board after some have flown away.		C. Place a number of airplanes on the flannel board. Let one child take some of the planes away. Let another child count how many planes are left.
IV. Size	IV. THE STUDENT SHOULD BE ABLE TO:	Concept:	IV.
A. Comparison of Size	A. Arrange objects in order, from smaller to larger, on the flannel board.	En muchas carreras es importante saber como contar.	A. Place five different sized objects on the flannel board. Let one child place them in order smaller to larger.
B. "Greater Than" and "Less Than"	B. Choose the set that is "greater than" by pointing to the set with more cookies.		B. Place two sets of cookies on a tray (different in number). Let a student determine which set of cookies is "greater than".
		Performance Objectives: El alumno debiera nombrar oralmente tres trabajos que requieren el conocimiento de como contar.	
		Metodos: Traiga 100 centavos a la clase y deje a los niños que los cuenten.	

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Counting is important in many careers.	Concept: One of the standards of character and conduct of Freedom's Code is to be honest.	Career Harlandale Audio-Visual Center Filmstrip: --58 My Mother Works in a Bank Cassette: T-66 Getting to Know the Bank	
Performance Objectives: The student should be able to verbally name three jobs that require a knowledge of counting.	Performance Objectives: The student should be able to discuss orally in regard to the storekeeper the following 1. How would you feel if he cheated you? 2. Why does he need to be honest? 3. How do you feel when you're honest?	Bilingual Harlandale Audio-Visual Center: filmstrip - R-151 How to Handle Money S-151 Como Manejar el dinero	
Methods: Bring 100 pennies to class and let students count them.	Methods: Discuss the consequences of dishonesty.		

KINDERGARTEN - SCIENCE

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
All living things are either plants or animals Plants can be grouped by trees, grasses, flowers, etc. Most plants produce new plants by seeds Animals can be classified as fish, reptiles, birds, amphibians, etc.	The student should be able to: 1. When given a drawing of living things, label the animals "A" and the plants "P". 2. When given a blank work sheet, draw a flower, a tree, some grass, etc. 3. Discuss, to the satisfaction of the teacher, how plants produce seeds and when given a plant, find the seeds. 4. When given a picture of different animals, distinguish them by groups and state a characteristic of each group. Example: spider has 8 legs. 5. Match correctly 10 pictures of young animals with their parents.	Vocabulary: garderner - jardinero zoo - parque zoologico veterinarian - albeitar Concept: El jardinero y el albeitar del parque zoologico son trabajadores respetables. Performance Objectives: El alumno debiera describir oralmente el trabajo del jardinero y del albeitar del parque zoologico a la satisfacción de la muestra. Metodos: Hacer el papel.	1. Have students make a collection of pictures of plants or animals. 2. Display a variety of living forms on the bulletin board. 3. Show films or filmstrips dealing with plants and animals. 4. Have each student bring in a small plant commonly found in the neighborhood. 5. Have students plant a variety of seeds in small paper cups. 6. Take students on a short nature walk to find trees, grasses, seeds and flowers. 7. Have students make a small insect collection. 8. Show pictures of adult animals each with their respective offspring.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Gardener or Zoo Veterinarian The gardener and zoo veterinarian are respected workers. Performance Objectives: The child should be able to describe orally, to the satisfaction of the teacher, the work of a gardener or zoo veterinarian. Methods: Role playing	Concept: To be kind Performance Objectives: The child should be able to tell why, to the satisfaction of the teacher, it is important to be kind to plants, animals and people. Methods: Role play to show how a vet is kind to animals or how a gardener shows kindness to plants.	CURRICULUM: ESC REGION 20: Films: #4518 Science For Beginners #4653 Why Do Plants Grow Where They Do #2137 One Day At Teton Marsh Part 1 #2138 One Day At Teton Marsh Part 2 #8357 Secrets Of The Ant And Desert World #4575 Tad, The Frog HARLANDALE AUDIO-VISUAL CENTER: Films: # 16-650 Those Animals On The Farm Filmstrips: D-7 Finding Out How Plants Grow D-8 Finding Out How Baby Animals Grow A-7 Thru A-13 Animals of The Friendly Forest Series A-14 Finding Out About Seeds, Bulbs and Slips. CAREER: Harlandale Audio-Visual Center: Phonegraph record: My Dad-The Vet, PR-724. Bilingual Harlandale Audio-Visual Center: filmstrip - R-194 Day at the Zoo S-194 Un Dia en el Parque Zoologico	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
There are stars and planets in the universe The sun is a star There are four seasons: fall winter spring summer Distinguish between the major types of weather: rainy, cloudy, clear, snowy and windy	The student should be able to: 1. When given 20 pictures, distinguish, with 75% accuracy, which are planets and which are stars. 2. When given 10 scenic pictures, identify with 80% accuracy, which season is depicted in each. 3. When presented with 15 pictures showing different weather conditions, identify with 75% accuracy, the major type of weather depicted in each.	Vocabulary: astronomer - astrónomo weatherman - meteorologista Concept: El astrónomo y el meteorologista son trabajadores respetables. Performance Objectives: El alumno debiera describir el trabajo del astrónomo y del meteorologista a las satisfacción de la maestra. Metodos: Hacer el papel del astronomo o del meteorologista para demostrar el trabajo de cada uno.	1. Show a film or filmstrip dealing with planets and the universe. 2. Use display charts to show the various celestial bodies and their relationship to each other. 3. Have students draw their own conception of the earth and compare it with a globe. 4. Have students make a collection of pictures which show the different seasons. 5. Have students keep a record of the daily weather outside. 6. Have students bring in clothing which is used during certain seasons.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Astronomer or Weatherman Astronomers and weathermen are respected workers. Performance Objectives: The child should be able to describe, to the satisfaction of the teacher, the work of an astronomer or a weatherman. Methods: Role playing to demonstrate the work of an astronomer or a weatherman.	Concept: To help others Performance Objectives: The child should be able to discuss, to the satisfaction of the teacher, how an astronomer or a weatherman helps others. Methods: Role play to show an astronomer or a weatherman doing work that helps others.	CURRICULUM: ESC REGION 20: Films: #8135 Exploring The Moon #4540 The Size Of The Moon #4627 Weather For Beginners HARLANDALE AUDIO-VISUAL CENTER: Films: #16-196 Fall Brings Changes #16-197 Spring Brings Changes #16-118 Our Weather Filmstrips: D-12 Finding Out About The Sky A-52 Our Home, The Earth A-53 The Sky Above The Earth A-61 Thru A-64 The Seasons Series D-22 Where Do Clouds Come From D-23 What Is Wind A-23 Our Weather A-32 The Seasons A-35 The Night Sky CAREER: HARLANDALE AUDIO-VISUAL CENTER: Cassette Tape: T-19 What Will The Weather Be? T-75 Visiting A Weather Station	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
Trash and litter are harmful and unsightly Water and air are being polluted People must help save forests and wildlife	The student should be able to: 1. Relate to the teacher at least two diseases which can be tranmitted by trash or litter. 2. Discuss, to the satisfaction of the teacher, how water pollution kills fish. 3. Discuss, to the satisfaction of the teacher, forest products and how vegetation and animals are killed in a forest fire.	Vocabulary: janitor - portero Concept: Los porteros son trabajadores respetables. Performance Objectives: Describir el trabajo del portero a la satisfacción de la maestra. Metodos: Tengan una entrevista con un portero de la escuela o con un padre que trabaja como portero.	1. Have students bring in pictures which depict trash and litter. 2. Show a film or filmstrip dealing with trash and litter. 3. Have students collect pictures of forest scenes before and after a forest fire.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Janitors Janitors are respected workers. Performance Objectives: The child should be able to describe, to the satisfaction of the teacher, the work of a janitor. Methods: Interview the school janitor or a father who works as a janitor.	Concept: To help others Performance Objectives: The child should be able to describe, to the satisfaction of the teacher, how a janitor helps others. Methods: Role playing to show a janitor doing work that helps others.	CURRICULUM: ESC REGION 20: Films: #4622 We Explore The Stream #4623 We Explore The Woodland #4621 We Explore The Field And Meadow #4377 The Litterbug HARLANDALE AUDIO-VISUAL CENTER: Film: 16-215 The Litterbug Filmstrip: B-8 Susan And The Forest Fire CAREER: HARLANDALE AUDIO-VISUAL CENTER: Filmstrips: Y-54 The Sanitation Department Crew Y-56 Street Maintenance Crew Record/w filmstrip: PR-769 (CC-75) A Trip To A Sewage Treatment Plant Bilingual Harlandale Audio-Visual Center: filmstrip - R-126 Helpers for Our School S-126 Ayudantes para Nuestra Escuela	

Hints on Teaching Science

A. Science teaching is allowing or helping children to learn the scientific process as a means for solving problems.
   1. Observing with a purpose or problem in mind
   2. Experimenting
   3. Recording Data
   4. Researching
   5. Forming hypothesis
   6. Testing hypothesis
   7. Drawing conclusion

B. Types of homework may include:
   1. Watching assigned T.V. program dealing with relevant subject.
   2. Working on a home project.
   3. Taking a field trip to a specific place and recording observations.
   4. Graphically demonstrating a scientific concept.
   5. Reading and reporting on an article from a magazine or newspaper related to work being done in class. in class.

C. Classroom atmosphere is usually that of a laboratory in which students perform experiments and make and record their observations. Sometimes the teacher gives a demonstration and the students observe and question. Rarely is the science class a recitation or reading period.

D. Types of classroom lessons may include:
   1. Developmental-lecture, demonstration and questioning.
   2. Laboratory-student manipulating laboratory equipment.
   3. Review and Summary-teacher and students discuss together.
   4. Current happenings in Science-students report on articles.
   5. Student reporting or project presentation.

E. Learning center may include:
   1. Demonstration table
   2. Bulletin board
   3. Vocabulary list
   4. Charts and posters
   5. Slide projector and slides
   6. Magnifying glass or microscope or other equipment pertaining to particular study.
   7. Laboratory assistant to demonstrate use of equipment. Children may take turns being laboratory assistant.

F. Sources of apparatus for the Science Learning Center.
   1. Teacher made
   2. Student or parent made
   3. Secondary science teachers or supervisors will be glad to assist you.

Scientist section of <u>The Scientific American</u> is a good source of ideas.

Science Resource Materials

Available from:

Air Pollution

Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402

1. "The Federal Air Pollution Program" - U.S. Dept. of H.E.W. Public Health Service Publication #1560 - price $1.00

2. "No Laughing Matter - The Cartoonist Focuses on Air Pollution" U.S. Dept. of H.E.W. - Public Health Service Publications #1561 - price $.70

3. "Take Three Giant Steps to Clean Air" - U.S. Dept. of H.E.W. Public Health Service Publication #1551

Land & Soil Conservation & Pollution

1. "How to Control a Bully" - U.S.D.A. - Farmers' Bulletin #2171 - $.10

2. "National Grasslands Story" - U.S. Dept. of Agriculture - Forest Service - Publication #607 - price $.15

3. "Know Your Soil" - U.S.D.A. - Soil Conservation Service - Agriculture Information Bulletin #267 - price $.15

Air Pollution

Texas State Dept. of Health, Austin, Tex. 78756

1. "The Polluted Air" reprint of Time Magazine Jan. 27, 1967.

2. "Our Dirty Sky" by Theordore Berland - reprint Today's Health - March 1966.

3. "Air Pollution - The Poll Above, The Victims Below" - reprint from Medical World News - Feb. 3, 1967.

Land & Soil Conservation & Pollution

National Coal Association, Air Pollution Control Division, Coal Building, 1130 17th Street, N.W., Washington D.C. 20036

1. "Smog & Weather"

Soil Conservation Society of America, 7515 N.E. Ankeny, Iowa

Soil Conservation Society of America, 838 5th Ave., Des Moines 14, Iowa

1. "The Story of Land" booklet - price $.20 - write for quantity prices.

2. "Help Keep Our Land Beautiful" - booklet - price $.20 - write for quantity prices

Water Conservation and Pollution	Ankeny Rd., Andeny, Iowa 1. "The Wonder of Water", - booklet - price $.20 U.S. Dept. of Agriculture - A.S.C.S. - Washington, D.C. 20250
Land & Soil Conservation	Teaching units on any area of conservation such as: Pasture Improvement Grasslands Rangeland Conservation Conservation is Everyone's Affair
Water Conservation and Pollution	Teaching units available, such as: Farm Ponds Land Treatment in Watersheds My Home Town's Water Supply
Natural Resources Conservation	Teaching units on many areas of conservation, such as: Year-Round Recreation Recreation Conserve & Improve Our Farm Woodlands Teaching unit - "Conservation Increases Wildlife"
Land & Soil Conservation	National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036 Numerous helpful booklets available including "Soil Means Life" by Fair C. Ariffin - price $.10
Natural Resources Conservation	Texas Parks & Wildlife, John H. Reagan Bldg., Austin, Texas 78701 Teaching packet containing beautiful ful color prints, etc. of wildlife. National Coal Assn., Coal Bldg., 1130 17th Street, N.W., Washington, D.C. 20036 1. "New Uses for Good Earth" and other booklets. Texas A & M University, Texas Agriculture Extension Service, College Station, Texas Office of Public Information, Federal Water Pollution Control Administration, 633 Indiana Avenue, N.W. Washington, D.C. 20242 1. Water Pollution materials 2. "Needed: Clear Water" - booklet 3. "Our Dying Waters" by John Bird - reprint from The Saturday Evening Post.

American Water Works Association, 2 Park Avenue, New York, N.Y. 10016

1. Booklet - "The Story Of Water Supply".

USDA - Forest Service

1. "Smokey The Bear" - song

2. "How Our Forests Serve Us"

American Forest Products Industries, Inc.
1835 K Street, N.W., Washington, D.C. 20006

Charts & teaching suggestions on:

1. "Growth of a Tree"

2. "Forests & Trees of the U.S."

3. "Products of the Tree Farm"

St. Regis Paper Co. - Minneapolis, Minn.
Teaching Aids, charts, etc. available

Boise Cascade, Boise, Idaho, 83701 - Teaching aids, etc. available

American Paper Institute, 260 Madison Avenue, New York, N.Y. 10016

1. "Growing Trees for a Growing World: How Paper Serves America" - advertisment from New York Times

American Petroleum Institute 1271 Avenue of the Americas, N.Y., N.W. 10020

1. Conservation Portfolio

SOCIAL STUDIES - KINDERGARTEN

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
SOCIAL LEARNING - People have both a cultural and physical environment - Example: Chippewa Indians - Example: Akuaha doll of Ghana	The student should be able to perform the following activities: 1. Draw pictures of Indian children dancing. 2. Draw costumes worn by Indian children. 3. Name at least five parts of the costume. 4. As a member of a group, perform a simple Indian dance. 5. Name the parts and the function of the Akuaha doll of Ghana.	Vocabulary: teacher - maestra, maestro dancing - de baile Concept: Su maestra (maestro) especialmente maestra de baile, es una carrera satisfaciente. Performance Objectives: El alumno debiera hablar y hacer un dibujo de niños que son instruidos en las diferentes danzas por su maestra de baile. Metodos: Deje que los niños traigan retratos de bailadores y que otros den una demostración de los diferentes bailes que ellos puedan bailar.	1. Display pictures of Indians in costume or use books with good illustrations. 2. Bring to class a pair of moccasins or any other article that Indians used. Allow the children to look at and touch it. 3. Have the students discuss how the moccasins feel. They might consider the following questions: Are they soft or hard? Where do you think the material comes from? 4. Using clay, have the students make articles the Indians use. 5. Have the students draw a picture of the Akuaha doll. 6. Have the students make necklaces using string beads, beans, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Being a teacher, especially a dancing teacher, is a satisfying career. Performance Objectives: The student should be able to talk about and draw pictures of children being taught different dances by their dancing teacher. Methods: Have some of the students bring pictures of dancers. Others who dance can demonstrate some dances they know.	Concept: Teachers have a genuine concern for the needs of their students. Performance Objectives: The student should be able to name four things that teachers teach and do for their students that show they are concerned about them. Methods: Have the students play the role of a teacher who cares for her students and who likes her job.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips - F-29 Indian Ceremonies F-30 Indian Clothing 2. Social Sciences Concepts and Values Harcourt Brace and Javonovich, Inc. "Beginning Study Prints" CAREER: 1. Harlandale Audio-Visual Center: filmstrips - Y-63 The Teacher BB-86 The Teacher	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
SOCIAL LEARNING - Group Behavior - Rules and Safety	The student should be able to perform the following activities: 1. Name one reason why we have rules. 2. Name two rules he has at home. 3. Name one way rules help us. 4. Name three rules that help protect people's health.	Vocabulary: rules - reglas athletes - atletas professional - profesional football - fútbol baseball - basketbol, basquetbol Concept: Las reglas son importantes para los atletas que juegan los deportes profesionales. Performance Objectives: El alumno debiera describir lo siguiente en relación a los deportes: salud, seguridad, etc. Metodos: Deje que los niños jueguen un deporte competivo como béisbol.	1. Have the students play a game with no rules. 2. Have the students add rules to a game as they play it. 3. Discuss rules related to football and baseball and why they are important. 4. Discuss what happens when rules are broken.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Rules are important to athletes who play professional football, baseball, etc. Performance Objectives: The student should be able to discuss each of the following in relationship to sports: health, safety, etc. Methods: Have the class engage in a competative sport such as softball, etc.	Concept: It is important to practice good sportsmanship. Performance Objectives: The student should be able to name one reason good sportsmanship is important. Methods: Have the students play the role of a person showing unsportsmanship-like behavior.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm film - 16-278 Safety Rules [illegible] chool filmstrip - G-78 Safety in Outdoor Sports 2. Education Service Center, Region 20 16mm films - 8664 Safety on the Playground 4913 Play Safe CAREER: 1. Harlandale Audio-Visual Center: filmstrip with record - H-86 Why Physical Education (PR-273) Bilingual Harlandale Audio-Visual Center: filmstrip - R-135 A Visit to the Doctor S-135 Una Vista al Medico R-138 School, Health and You S-138 La Salud en la Escuela Y Tu R-197 Safety While at Play S-197 La Seguridad en el Juego R-137 Let's Take Care of Ourselves S-137 Vamos a mivar por nuestra salud.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
SOCIAL LEARNING - Eating habits - Manners	The student should be able to perform the following activities: 1. Discuss the eating habits of people from one foreign country. 2. Name one reason why good manners are important at the table. 3. Name the dishes and the utensils used on most tables in the United States. Examples: fork, plate, cup, etc.	Vocabulary: food - comida store - tienda owners - dueños meet - encontrar Concept: Los dueños de las tiendas de comida tienen la oportunidad de encontrar a mucha gente en sus trabajos. Performance Objectives: El alumo debiera nombrar dos deberes y responsabilidades de los dueños de las tiendas de comida. Metodos: Deje a los niños que hagan el papel de un dueño de una tienda de comida ejecutando sus deberes.	1. Display a simple table setting for the students to observe in class. 2. Show parts of films or filmstrips showing eating habits of other countries. 3. Have the students bring magazine pictures which show people eating in different situations. Examples: at a table, on a picnic, on the patio, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Food store owners get to meet many people in their jobs. Performance Objectives: The student should be able to name two duties and responsibilities of a food store owner. Methods: Have the students play the role of a food store owner performing some of his duties.	Concept: To be courteous is important. Performance Objectives: The student should be able to name one example of a person being courteous. Methods: Have the students role play situations showing persons who are being courteous and those who are not being courteous.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip with record - Q-54 (PR-540) Your Food 16mm film - 16-562 Good Table Manners filmstrips - U-5 Proper Food F-34 Indian Food D-78 to D-87 series Families Around the World CAREER: 1. Harlandale Audio-Visual Center: filmstrips - Y-59 The Grocer AA-7 The Butcher AA-10 The Fruit and Vegetable Store AA-19 The Neighborhood Fish Store 16mm film - 16-63 The Food Store Bilingual Harlandale Audio-Visual Center: filmstrips - S-124 La gira al campo de la Familia S-154 Otros Trajajadores de la comunidad S-156 Los modales son importantes S-186 Comestibles del campo	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
ENVIRONMENT - Man's behavior is shaped by man's environment - Houses	The student should be able to perform the following activities: 1. When shown pictures, point out at least two different types of houses people live in which are determined by their environment. 2. Draw a picture of a house not like his own.	Vocabulary: carpenter - carpintero build - edificar Concept: Necesitamos los carpintero para que edificquen nuestras casas. Performance Objectives: El alumno debiera nombrar cinco herramientas que usa el carpintero. Metodos: Invite a un carpintero a la clase para que discuta su trabajo.	1. Make a scrapbook of pictures showing different types of houses. 2. Have the students construct houses with Lincoln logs, blocks, clay, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: We need carpenters to build our houses. Performance Objectives: The student should be able to name five tools of a carpenter. Methods: Have a carpenter speak to the class about his work.	Concept: It is important to be conscientious in any job or task you undertake. Performance Objectives: The student should be able to name one way a carpenter can be conscientious. Methods: Have the students role play a carpenter at work who is conscientious about doing his job.	CURRICULUM: 1. Education Service Center, Region 20 16mm films - 8459 A World Full of Homes 4248 Homes Around the World CAREER: 1. Occupational Orientation Office: tape - Your Future as a Carpenter	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
ENVIRONMENT - Human behavior is shaped by man's environment - Seasons - Weather	The student should be able to perform the following activities: 1. Name at least one environmental change with each season. 2. Describe the weather outside. 3. Recognize and point out pictures representing the seasons and various weather conditions.	Vocabulary: weatherman - meteorologista predict - pronosticar future - futuro, venidero weather conditions - condiciones del tiempo forecast - pronóstico del tiempo Concept: El meteorologista nos ayuda con darnos el pronóstico del tiempo. Performance Objectives: Debe cada alumno nombrar tres cosas que el meteorolgista necesita saber como hacer. Ex. leer mapas. Metodos: Planen una visita a la Oficina Meteorologica colocada en el aeropuerto.	1. Discuss the changing of the seasons. 2. Discuss the weather changing. 3. Have the students draw pictures of different types of weather.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Weathermen help us by predicting future weather conditions. Performance Objectives: The student should be able to name three things a weatherman must know how to do. Example: read maps, etc. Methods: Plan a field trip to the Weather Bureau at the airport.	Concept: One should achieve for accuracy in all jobs or tasks undertaken. Performance Objectives: The student should be able to explain the importance of a weatherman being as accurate as possible in his work. Methods: Have the students outline a picture accurately and then outline one inaccurately.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips - A-61 to A-64 series The Seasons A-65 to A-68 series Season Adventure 16mm film - 16-143 The Seasons of the Year CAREER: 1. Harlandale Audio-Visual Center: filmstrip - B-42 Let's Build a Weather Station Bilingual Harlandale Audio-Visual Center: filmstrips - S-113 Lo que el otono significa para nosotros S-130 Lo que el invierno significa para nosotros S-131 Los Animales en el invierno S-160 Lo que la primavera significa para nosotros S-190 Lo que el verano significa para nosotros.	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
INTERDEPENDENCE - We depend on people to get our resources to us.	The student should be able to perform the following activities: 1. Name two areas in which persons are needed to get our resources to us. 2. Describe how we get our lumber, coal, etc.	Vocabulary: miners - mineros natural resources - riquezas naturales Concept: Los mineros son esenciales en que nos es pobible recibir las riquezas naturales por sus trabajos. Performance Objectives: El alumno debiera nombrar dos instrumentos que los mineros usan en su trabajo. Metodos: Deje que los niños dibujen retrato de los mineros y los instrumento que ellos usan.	1. Have the students bring pictures of workers getting our resources to us. 2. Read stories to the students about miners, lumber jacks, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Miners are essential in getting our natural resources to us. Performance Objectives: The student should be able to name two tools a miner uses in his work. Methods: Have the students draw pictures of miners and the tools they use.	Concept: To be dependable is an admirable asset. Performance Objectives: The student should be able to name two reasons why people should be dependable. Methods: Have the students role play a situation showing dependability.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips - AA-92 Lumbering AA-97 Iron and Steel 16mm film - 16-746 Our Productive Resources CAREER: 1. Harlandale Audio-Visual Center: filmstrip - AA-96 Coal Mining	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
INTERDEPENDENCE - Resource Use - Conservation	The student should be able to perform the following activities: 1. Name one example of the mis-use of resources. 2. Name one reason why the conservation of resources is so important.	Vocabulary: forest ranger - guardabosque conserve - conservar forests - bosque Concept: Los guardaboques nos ayudan a conservar nuestros bosques. Performance Objectives: El alumno debiera nombrar dos piezas del equipaje que el guardabosque usa en su trabajo. Metodos: Invite a un guardabosque a la clase para que discuta su trabajo.	1. Have the students bring in pictures showing resources being wasted. Examples: forest fire, polluted pond, etc. 2. Discuss what happens to fish and plants which live in water that is polluted.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Forest rangers help to conserve our forests. Performance Objectives: The student should be able to name two pieces of equipment used by a forest ranger. Methods: Have a forest ranger speak to the class about his work.	Concept: People should show kindness to all living things. Performance Objectives: The student should be able to to explain what it means to be kind to animals. Methods: Have the students role play a situation involving a forest ranger being kind to animals.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips - A-100 Using Our Forests Wisely A-96 What is Conservation? A-97 Saving Our Soil A-98 Enough Water for Everyone A-99 Improving Our Grasslands B-76 Giving Our Wildlife a Chance B-77 Using Our Minerals Wisely 16mm film - 16-64 Forests and Conservation CAREER: 1. Harlandale Audio-Visual Center: 16mm film - 16-270 The Forest Lookout	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	BILINGUAL	SUGGESTED CURRICULUM TEACHING METHODS
INTERDEPENDENCE - Resource Use - Transportation of Resources	The student should be able to perform the following activities: 1. Name two means of transporting coal. 2. Name two means of transporting lumber. 3. Name two other means of transporting resources.	Vocabulary: truck driver - camionero Concept: Los camioneros toman una parte importante en traer las riquezas naturales a nosotros. Performance Objectives: Nombrar una riqueza que es transportada por camión. Metodos: Invite a un camionero que venga a discutir su trabajo con la clase.	1. Have the students cut pictures from magazines showing different ways of transporting goods. 2. Draw pictures of trains, planes, ships, trucks, etc.

CAREER AWARENESS	CHARACTER EDUCATION	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
Concept: Truck drivers play an important part in getting our resources to us. Performance Objectives: The student should be able to list one resource transported by truck. Methods: Ask a truck driver to speak to the class about his job.	Concept: It is important to try to be on time. Performance Objectives: Name one reason why being on time is important. Methods: Have the students discuss the importance of a truck driver being on time.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips - F-4 to F-12 series Transportation F-13 to F-18 series Transportation CAREER: 1. Harlandale Audio-Visual Center: filmstrip - F-12 Trucks at Work	

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Addition and Subtraction Concept	FS	Eye Gate House, Inc.		C
American Farmer, The	Cas.T/FS	Eye Gate House, Inc.		C
Animals of the Friendly Forest Series	FS	Curriculum Films Inc.		C
Animals on the Farm	Cas.T/FS	Eye Gate House, Inc.		C
Autumn on the Farm	16mm	Encyclopedia Britannica Films	11 min.	C
Baker, The	FS	Eye Gate House, Inc.		C
Beginning Responsibility-Other Peoples Things	16mm	Coronet Films	11 min.	C
Blue Balloon, The	FS	Coronet Films		C
Bus Driver, The	FS	McGraw-Hill Book Company		C
Butcher, The	FS	Eye Gate House, Inc.		C
Cattle Raising	Cas.T/FS	Eye Gate House, Inc.		C
Cinderella	FS	Proctor AV, Austin, Texas		C
Coal Mining	FS	Eye Gate House, Inc.		C
Enough Water For Everyone	FS	Encyclopedia Britannica Films		C
Exploring The Moon	16mm	Sterling Educational Films	9 min.	C
Fall Brings Changes	16mm	Churchill	11 min.	C
Families Around The World	FS	Encyclopedia Britannica Films		C
Finding Out About Seeds, Bulbs and Slips	FS	Svekon Films		C
Finding Out About The Sky	FS	Svekon Films		C
Finding Out How Baby Animals Grow	FS	Svekon Films		C
Finding Out How Plants Grow	FS	Svekon Films		C
Fireman, The	FS	McGraw-Hill Book Company		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Food Store, The	16mm	Encyclopedia Britannica Films	10 min.	C
Forest Lookout	16mm	Sigma Educational Films	10 min.	C
Forest and Conservation	16mm	Coronet Films	11 min.	C
Fruit and Vegetable Store, The		Eye Gate House, Inc.		C
Getting To Know The Bank	Cas.T	Troll Associates		
Giving Our Wildlife A Chance	FS	Svekon Films		C
Good Table Manners	16mm	Coronet Films		C
Grocer, The	FS	McGraw-Hill Book Company		C
Homes Around The World	16mm	Coronet Films	11 min.	C
Hook and Ladder Story, The	FS	AV Div. - Educational Reading Service		C
I Want To Be A Fireman	Cas.T/FS	Teaching Resources Films		C
I Want To Be a Nurse	Cas.T/FS	Teaching Resources Films		C
Improving Our Grasslands	FS	Encyclopedia Britannica Films		C
Indian Cermonies	FS	Curriculum Materials Corp.		C
Indian Clothing	FS	Curriculum Materials Corp.		C
Indian Foods	FS	Curriculum Materials Corp.		C
Iron and Steel	FS	Eye Gate House, Inc.		C
Jack and the Beanstalk	FS	Proctor AV, Austin, Texas		C
Joy of Being You, The	FS	Scholastic Kindle Films		C
Lets Build a Weather Station	FS	Charles Scrib & Sons		C
Listening	16mm	Churchill Films	14 min.	C
Litterbug, The	16mm	Disney	8 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Lumbering	FS	Eye Gate House, Inc.		C
Mailman, The	FS	McGraw-Hill Book Company		C
Men in Blue	FS	AV Div. Educational Reading Service		C
Mother Goose Songs	Record	Decca		
My Dad - The Construction Foreman	FS/Record	Scott Education		C
My Dad - The Veterinarian		Scott Education Div.		
My Mother Works In a Bank	FS	Educational Reading Service		C
My Mother Works In an Office	FS	Education Reading Service		C
Nature Study Series	FS	Curriculum Films Inc.		C
Neighborhood Fish Store, The	FS	Eye Gate House, Inc.		C
Neighborhood Nurse, The	FS	Eye Gate House, Inc.		C
Night Sky, The	FS	Encyclopedia Britannica Films		C
Nursery Rhymes	Record	Decca		
Our Class Works Together	16mm	Coronet Films	11 min.	C
One Day at Teton Marsh Part I	16mm	Disney	23 min.	C
One Day at Teton Marsh Part II	16mm	Disney	24 min.	C
Our Home, The Earth	FS	Svekon Films		C
Our Productive Resource	16mm	Arthur Barr Productions	10 min.	C
Our Weather	16mm	Encyclopedia Britannica Films	11 min.	B/W
Our Weather	FS	Encyclopedia Britannica Films		C
Peter Rabbit	FS	Proctor AV, Austin, Texas		C
Play Safe	16mm	Aims Instructional Media Services	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Policeman, The	FS	McGraw-Hill Book Company		C
Proper Food	FS	Encyclopedia Britannica Films		C
Pur Purple Flower, The	FS	Coronet Films		C
Puss-in-Boots	FS	Proctor AV, Austin, Texas		C
Reading Box, The	FS	Eye Gate House, Inc.		C
Rope Skipping	16mm	Martin Moyer Prod.	16 min.	C
Rumplestiltskin	FS	Proctor Av, Austin, Texas		C
Safety in Outdoor Sports	FS	Eye Gate House, Inc.		C
Safety on The Playground	16mm	Universal Education & Visual Arts	16 min.	C
Safety Rules for School	16mm	Cahill	10 min.	C
Sanitation Department Crew, The	FS	McGraw-Hill Book Company		C
Saving Our Soil	FS	Encyclopedia Britannica Films		C
Science for Beginners	16mm	Coronet Films	11 min.	C
School Nurse, The	FS	McGraw-Hill Book Company		C
Seasons, The (Series)	FS	Svekon Films		C
Season Adventure	FS	Svekon Films		C
Seasons of The Year	16mm	Coronet Films	11 min.	C
Secrets of the Ant and Desert World, The	16mm	Disney	13 min.	C
Six Little Ducks	Record	Holt Rinehart, Winston		
Sky Above the Earth, The	FS	Svekon Films		C
Spring Brings Changes	16mm	Churchill	11 min.	C
Spring on The Farm	16mm	Encyclopedia Britannica Films	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Story of Building A House	FS	Eye Gate House, Inc.		C
Storytelling - Can You Tell It In Order	16mm	Encyclopedia Britannica Films	11 min.	C
Street Maintenance Crew	FS	McGraw-Hill Book Company		C
Summer on The Farm	16mm	Encyclopedia Britannica Films		C
Susan and The Forest Fire	FS	Svekon Films		C
Teacher, The	FS	McGraw-Hill Textfilm		C
Teacher, The	FS	McGraw-Hill Textfilm		C
Telephone Services	FS	Denoyer-Geppert		C
Those Animals on the Farm	16mm	Clark Bell Films	14 min.	C
Thumbelina	FS	Proctor AV, Austin, Texas		C
Transportation Series I	FS	Encyclopedia Britannica Films		C
Transportation Series II	FS	Encyclopedia Britannica Films		C
Trip To a Sewage Treat Plant, A	FS/Record	Troll Associates		C
Trip To Court, A	FS	Troll Associates		C
Trip To The Zoo, A	FS	AV Div. Educational Reading Service		C
Trucks At Work	FS	Curriculum Film Inc.		C
Ugly Duckling	FS	Proctor AV, Austin, Texas		C
Using Our Forests Wisely	FS	Encyclopedia Britannica Films		C
Using Our Minerals Wisely	FS	Svekon Films		C
Visiting A Weather Station	Cas.T	Troll Associates		C
We Explore The Field & Meadow	16mm	Coronet Films	11 min.	C
We Explore The Stream	16mm	Coronet Films	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
We Explore The Woodland	16mm	Coronet Films	11 min.	C
Weather for Beginners	16mm	Coronet Films	11 min.	C
What Is Conservation	FS	Svekon Films		C
What Is Wind	FS	Jam Handy		C
What Will The Weather Be?	Cas.T	New York Times		C
Where Do Clounds Come From	FS	Jam Handy		C
Why Plants Grow Where They Do	16mm	Coronet Films	11 min.	C
Why Physical Education?	FS/Record	Long Filmslide Service		C
Winter on The Farm	16mm	Encyclopedia Britannica Films	11 min.	C
World Full of Homes, A	16mm	McGraw-Hill Text Films	12 min.	C
You and Your Five Senses	16mm	Walt Disney	3 min.	C
You and Your Sense of Touch	16mm	Walt Disney	8 min.	C
Your Food	FS/Record	Coronet Films		C
Your Future as a Carpenter	Mag. T	Guidance Associates		C
Zoo Adventure Series	FS	Encyclopedia Britannica Films		C
Zoo Animals in Rhyme	16mm	Coronet Films	11 min.	C
Zoo, The	16mm	Encyclopedia Britannica Films	10 min.	C

KEY

FS ----------
FS/Record ---- with record
Cas.T -----Cassette
Mag.T -----Magnetic Tape
Cas.T/FS ------Cassette Tape with Filmstrip
16mm --------16mm film